

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
BGM Community School District	Section 8: Short-term Measures - bullet #5 - Original: A percentage of time that the instructional coach is in classrooms. Change to: A percentage of time that the instructional coach is engaged with instructional coaching duties.	There are many things an instructional coach is involved with during a coaching cycle that may not be directly in the classroom, planning, gathering resources, meeting/planning with teachers. We feel it is more accurate to record this work verses how much time is spent in a classroom.	As we were looking at our plan for monitoring our TLC plan, the instructional coaches and building principals now have a better understanding of a coaching cycle and what is involved and all agree this change would be more appropriate.	Approved	1/20/17
BGM Community School District	Section 8: Long-term Measures - Bullet #1 - original = Student achievement data from Iowa Assessments, MAP and FAST; Change to Student achievement data from Iowa Assessments, iReady and FAST	No longer take MAP assessments and now take iReady assessments	Building Leadership Team made this decision district-wide for full implementation this school year	Approved	1/20/17
BGM Community School District	Part 6 - Teacher Leader Selection - Original: This Selection Council will be comprised of two principals and two teachers who are not applying for leadership positions, one representing the elementary and one representing the secondary. Change to: This Selection Council will be comprised of two principals and two teachers who are not applying for a mentor lead or instructional coach position, one representing the elementary and one representing the secondary.	We have a large percentage of teachers who are on our Building Leadership Teams as part of one of our TLC roles. We do not want to limit them from serving on our Selection Council. We value their input when selecting the Mentor Lead and Instructional Coach positions and feel they have greater knowledge in these TLC positions and what we are looking for in potential candidates.	The BLT teams, instructional coaches, mentor lead and building principals all agree that this would be more appropriate. There were not any non-TLC teachers who showed an interest in serving on the Selection Council.	Approved	1/20/17
Decorah	<p>Part 5</p> <p>Original Plan- Substitute Teacher (1 full-time out of classroom)</p> <p>Basic Function: The Substitute Teacher will provide coverage for classroom teachers meeting with teacher leaders and will assist in the development and operations of the District Professional Resources Library.</p> <p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> •Provide teacher coverage to execute classroom lesson plans while assigned teacher is meeting in collaboration with Instructional Coach, visiting a model classroom, working with a Mentor Teacher or Integration Specialist •Develop and maintain the in-house Decorah Community School District's Professional Resources Library both electronically and with a hard copy. •Work collaboratively with Curriculum Leaders and Learner Advocates to research/collect and organize intervention strategies for specific core areas. <p>Revision- This position was eliminated from the plan.</p>	There was not enough funding from the TLC grant to cover the salary of this position. As well, we felt that initially the substitute would not be kept busy enough covering various classrooms until the Teacher Leader program was better established.	The TLC Grant Committee, along with budget guidance from the District Business Manager, made this determination. The TLC Committee included teachers, administrators, and community members.	Approved	2/13/17

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Decorah	<p>Part 5</p> <p>Original- Integration Specialist (full-time in the classroom; 5 additional contract days with extra release requests as needed)</p> <p>Basic Function:</p> <p>The Integration Specialists will train and support classroom teachers to integrate research-based, district-selected instruction in targeted areas. They will collaborate with teachers to deepen their understanding of content knowledge, required curriculum and technology standards, and content specific pedagogy while assisting them in the planning of instructional units/lessons. They will demonstrate the understanding of the connection between various components of the curriculum and technology, and then model how to use the curriculum to ensure consistent implementation throughout the district.</p> <p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Facilitate integration training and professional development opportunities for teachers. • Train teachers in the use of media, equipment, technology, and resources to support integration in the instructional program. • Develop and train teachers to develop integrated lessons for cross-curricular units/lessons. • Help implement the “SAMR” model of technology integration with faculty through small group and individual professional development • Assist in the development, implementation, evaluation, and refinement of programs, services, and initiatives related to integration area. • Use knowledge about current ideas, trends, methods, programs, materials, and equipment for integration to ensure optimum instructional delivery. • Assist in the development, implementation, review, and revision of the district’s curriculum plan as appropriate. 	<p>We felt that after beginning to figure salaries and benefits of the positions we were wanting to establish, that we would be short. We also felt that the Collaborative Teacher and Integration Specialist positions were very similar and determined that the two could be combined into one position.</p>	<p>The TLC Committee made this determination. This committee includes teachers, administrators, and community members. We were aided in our decision by the District's Business Manager.</p>	Approved	2/13/17

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Decorah	<p>Part 5</p> <p>Addition-</p> <p>Position Title: Technology Integration Coach</p> <p>Classification: Certified</p> <p>FTE/Contracted Days/Salary: 7:45-3:30; 1.0 FTE; 5 additional days; Per Master Contract with Additional Days at a Per Diem Rate</p> <p>Immediate Supervisor: Director of Technology</p> <p>Basic Function:</p> <p>The job of Technology Integration Coach was established for the purpose/s of improving student performance by interfacing with teachers to facilitate the integration of technology into teaching and learning by developing and conducting professional development sessions on infusing technology into the core areas of academic curriculum; maintaining training facility resources and equipment; providing input and recommendations regarding software purchases and district technology plans; and providing input/insight on ways to increase teachers' use of technology as it positively impacts student performance in the classroom.</p> <p>The Technology Integration Coach will work as a colleague with classroom teachers to support student learning and growth. The Technology Integration Coach will focus on individual and group professional learning to refine instruction focused on student growth through personalized and differentiated instruction. The coach will promote teacher innovation and reflection. In order to meet this purpose, the Technology Integration Coach will provide personalized support based on the goals and identified needs of teachers, both individually and in small groups, through the use of district assessment data, curriculum maps, and the SAMR framework. The coach will work to develop an effective Instructional Technology Integration process that results in measurable improvement of engagement and learning for every EC-12 student.</p>	<p>We recognized the need for a Technology coach to help teachers implement technology in the classroom. We have recently begun to support a Digital Learning Environment, supporting iPads for every student in grades K-4 and laptops for students in grades 5-12. Smart boards and Apple TVs have been installed in every classroom. As well, we have had technology initiatives, such as Canvas district-wide with little support to no support to help teachers use the devices and integrate technology into their lessons. We determined four focus areas for everything we do as a district and technology is one of those focus areas. Support in that area is integral to our success.</p>	<p>The TLC Committee made this determination following a review of minutes from the DLT meeting, which included what teachers within each district felt they needed in the area of support. Technology professional development was noted many times. However, because everyone is at different places in their use of and comfort with technology, providing an individual in this area that can provide various levels of support was deemed necessary.</p>	Approved	2/13/17

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Decorah	<p>Part 5</p> <p>Original- Section I: General Information Position Title: Collaborative Teacher Classification: Certified FTE/Contracted Days/Salary: Full-time in the Classroom; 1 additional day Stipend: \$1,500 Immediate Supervisor: Curriculum Director</p> <p>Section II: Essential Duties and Responsibilities Basic Function: The Collaborative Teachers will serve as models of exemplary teaching practices, opening their classroom for colleagues to observe delivery of instruction focused on district and building initiatives. They will attend and help plan and/or deliver professional development activities designed to improve instructional strategies, including contributions to the DCSD Professional Development Library via EduVision. Roles and Responsibilities:</p> <ul style="list-style-type: none"> • Serve as the grade level or building level contact for support when teachers need or request assistance. • Have an open door for those wanting to visit their class to see effective teaching practices in action as well as create recordings of effective teaching sessions. • Model, support, and give feedback on newly-learned strategies and skills. • Collaborate with Student-Centered Coaches. • Be willing to become a “pilot” classroom for implementing district initiatives. • Establish and maintain a system of ongoing communication with teachers, including a building level blog in collaboration with coaches. • Provide documentation on duties performed. • Contribute to the DCSD Professional Library on EduVision by recording exemplary lessons for use by other teachers. • 	<p>After our first year of implementing the Teacher Leader program, we found that we focused heavily on the area of coaching in order to establish that initiative within the district. In turn, little focus was given to the role of the Collaborative Teacher. It was our goal to focus more on that role in year two and over the course of year one look at what did and did not work well for our current Collaborative Teachers. From their feedback and that of their peers (via survey), it was clear that even with our original job description, they did not feel like they really had a grasp for what they were to be doing. Likewise, their colleagues felt just as unsure of the expectations of the role. At a Collaborative Teacher/Coach meeting, the group discussed things we still hoped to implement and revised the Collaborative Teacher job descriptions to provide more direction and to focus the role on implementing new programs/opportunities within the district. The new description was taken to the TLC Committee for discussion and approval.</p>	<p>At a Collaborative Teacher/Coach meeting, the group discussed things we still hoped to implement and revised the Collaborative Teacher job descriptions to provide more direction and to focus the role on implementing new programs/opportunities within the district. The new description was taken to the TLC Committee for discussion and approval. The TLC Committee includes teachers, administrators, and community members.</p>	Approved	2/13/17
Denison CSD	<p>Section 5: Building Leadership Team Members We would like to request a change from an additional 4 contract days to and additional 10 contract days.</p>	<p>We have found that our BLL members are putting in more time than 4 contract days over the course of the year in their planning of PD.</p>	<p>The superintendent has discussed this change with our local association, school board, and administrative team.</p>	Approved	2/21/17
Denison CSD	<p>Section 6: At the present time we have a District TLC Review Council. We would like to change it to be a Site TLC Review Council which will consist of an equal number of teachers and administrators from the building.</p>	<p>It was difficult last year for our District TLC Review Council because they didn't know all of the applicants. By having a Site TLC Review Council everyone will know the teachers applying to make the best informed decisions.</p>	<p>The superintendent has discussed the change with the local association, school board, and administration. They are all supportive.</p>	Approved	2/21/17
Exira-Elk Horn Kimballton	<p>As a new Superintendent and working with our staff we have decided to add an instructional coach position in place of a professional development coordinator. The district did not have anyone apply for the position of coordinator. Working in my past district and talking with other schools we feel that an instructional coach will have a positive impact on our district. We will post for 1-1.5 coaches.</p>	<p>To best meet the needs of our district and staff. We have a number of younger teachers that will benefit from an instructional coach.</p>	<p>Worked with the DLT team and the TLC team to redesign the position. Sent the position and job description, rationale for the position to the staff and community stakeholders to implement this change. This will be a positive for our district and will allow us to best utilize our human resources to provide the best opportunity for our students.</p>	Approved	1/19/17

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IKM-Manning CSD	<p>We would like to decrease the Model Educator stipend from \$2,500 dollars to \$1,250.</p> <p>This change will affect Part 5 of the TLC Grant. In the section labeled "TLC Roles" the original wording states that the Compensation Beyond Contract for Model Educators will be \$2,500. The grant will now state that the Compensation Beyond Contract will be \$1,250.</p> <p>This change will affect Part 10: Budget Items. The original language in this section states that the Amount Designated to Fund the Salary Supplements for Teachers in Leadership Roles is \$32,000.00. This section states that the Amount Used to Cover Other Costs Associated with the Approved Teacher Leadership and Compensation Plan is \$58,342.00. The grant will now state that the Amount Designated to Fund the Salary Supplements for Teachers in Leadership Roles is \$28,250.00. The Amount Used to Cover Other Costs Associated with the Approved Teacher Leadership and Compensation Plan is \$62,092.00.</p>	<p>We would like to decrease the Model Educator stipend from \$2,500 dollars to \$1,250. We struggled to fill this position last spring. This fall, we launched an extensive program to research the barriers to this teacher leader position. Once this was done, we had a lengthy advertising campaign in which we first addressed the barriers and fears associated with the position through meetings and informational flyers. Then, we advertised the position heavily, attending meetings, hanging up signs, creating advertising bulletin boards, and holding an informational Model Educator Coffee to actively recruit people for the position. In the end, five people applied for the position. Because the informational and advertising period was extensive, the Model Educator position will not begin until second semester. The Model Educators will only be serving for half of the school year. Because of this, we would like to pro-rate the pay to \$1,250.</p>	<p>The administration, along with the TLC Coordinator and full-time Instructional Coach, were involved in this decision. The administration includes Superintendent Dr. Tom Ward, High School Principal Brian Wall, and Middle School and Elementary Principal Sharon Whitson. This team meets weekly to discuss the application of the TLC Grant and actionable data and information used to create a successful TLC system within IKM-Manning CSD. Once this decision had been discussed within this core team, it was brought to our District Leadership Team. The District Leadership Team was involved in writing the original grant. This group also agreed that this would be a good decision for this teacher leader position for the 2016-2017 school year.</p>	Approved	1/4/17
IKM-Manning CSD	<p>We would like to decrease the number of Days Beyond Contract associated with the Model Educator teacher leader position.</p> <p>This change will affect Part 5 of the TLC Grant. In the section labeled "TLC Roles" the original wording states that the Days Beyond Contract for Model Educators will be 5 Days and can be taken incrementally. The grant will now state that the number of Days Beyond Contract for Model Educators will be 2 Days that can be taken incrementally.</p>	<p>We would like to decrease the Days Beyond Contract for the Model Educator position from 5 days to 2 days. We struggled to fill this position last spring. This fall, we launched an extensive program to research the barriers associated with the Model Educator position. Once this was done, we had a lengthy advertising and recruitment process. Due to this lengthy process, the Model Educator position will not begin until the second semester. We would like to decrease the number of Days Beyond Contract to match the condensed Model Educator position for the 2016-2017 school year.</p>	<p>The IKM-Manning administration, along with the TLC Coordinator and full-time Instructional Coach were involved in making the decision about this change. This group meets weekly to discuss the grant requirements and actionable data and information we can use to create and adapt our TLC system to make it more successful at IKM-Manning. Once we had decided that it would be fair to decrease the stipend for the Model Educator position due to the shortened time frame of the role this school year, we decided it would be fair to reduce other teacher leader job requirements related to this position as well. We wanted the stipend to be fair for the requirements of the Model Educator position for the 2016-2017 school year. Once this core teacher leader group had decided this would be fair, the District Leadership Team also discussed this idea. This group, who was involved in writing the original TLC grant, felt this would be a fair change as well.</p>	Approved	1/4/17

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IKM-Manning CSD	<p>We would like to increase the number of Model Educators from 4 to 5 teacher leaders. This change would be for the current 2016-2017 school year.</p> <p>This change affects Part 2. In the original grant Goal #3 states, "To create district TLC leadership roles: 1 TLC Coordinator, 1 Instructional Coach, and 4 Model Teachers, while expanding current leadership roles that will collaborate with other TLC personnel and improve teaching and learning: 3 Mentors and 8 members of the District Leadership Team." Goal #3 will now state, "To create district TLC leadership roles: 1 TLC Coordinator, 1 Instructional Coach, and 5 Model Teachers, while expanding current leadership roles that will collaborate with other TLC personnel and improve teaching and learning: 3 Mentors and 8 members of the District Leadership Team."</p> <p>This change will also affect Part 5. In the original grant, the number of teachers needed to fill each teacher leader role was described. The original wording is, "The cornerstone of the TLC system is creating impactful teacher leadership roles. The IKM-Manning committee decided on these roles: 1 TLC Coordinator, 1 K-12 Instructional Coach, 4 Model Teachers, 3 Mentors, and 8 teacher leaders who will serve on the District Leadership Team." The grant will now state, "The cornerstone of the TLC system is creating impactful teacher leadership roles. The IKM-Manning committee decided on these roles: 1 TLC Coordinator, 1 K-12 Instructional Coach, 5 Model Teachers, 3 Mentors, and 8 teacher leaders who will serve on the District Leadership Team."</p>	<p>The rationale for increasing the number of Model Educators from 4 to 5 is related to other changes we would like to make to the grant at this time. Due to lack of interest in this teacher leader position, we were unable to fill the Model Educator position last spring. This fall, we engaged in a lengthy process of research and information gathering about the barriers and fears related to this teacher leader position. We then addressed these fears and barriers through meetings, flyers, and informational gatherings. Once the staff was more informed about the Model Educator position, we conducted an extensive advertising and recruitment program to try to fill this teacher leader role. This process took time. The Model Educators will not begin until second semester this school year due to this process. Because this teacher leader position will have a shortened duration this school year, we would like to prorate the stipend. If this change is accepted, we will have more money available for Model Educators.</p> <p>The Model Educator position is a vital teacher leader position within the IKM-Manning TLC system. As discussed in Part 3 of the original TLC grant, the Model Educator will be essential in supporting and strengthening IKM-Manning's key school initiatives. The Model Educator will collaborate with the K-12 Instructional Coach to support teachers in the MTSS process, helping in identifying struggling learners, selecting interventions, and collecting and analyzing student data. Model Educators will be able to provide comprehension and fluency strategies and literacy lesson plans intended to meet all students' needs no matter where they fall along the achievement spectrum.</p>	<p>The administration, along with the TLC Coordinator and full time Instructional Coach were first involved in making this decision. The administration involved include our Superintendent Dr. Tom Ward, High School Principal Brian Wall, and Middle School and Elementary Principal Sharon Whitson. This core group meets weekly to discuss the grant and actionable data used to make our TLC system more successful at IKM-Manning. Once this group decided this would be positive for the TLC system, the District Leadership team discussed this change as well. This team, who was involved in writing the original TLC grant, thought this would be positive for our overall TLC system as well.</p>	Approved	1/4/17
Martensdale-St. Marys CSD	<p>In part 5 and part 7 of our grant we would like to remove six positions that include: two pd instructional coaches, two curriculum facilitators, and two pd facilitators. These will be replaced with six model teachers paid at \$2,000 each, which would add \$6,000 back to our estimated budget. This additional \$6,000 will be applied to the replacement of the two positions that are removed from the classroom 100% of the time.</p>	<p>We had little interest in the positions last year when they were advertised. Our hope is that by changing to positions that are less time out of the classroom we will be able to fill these with quality teachers and move closer to our 25% participation. We have also recognized the need for model teachers to supplement the coaching being provided by our other positions, and there are many qualified teachers on staff who could serve as those models.</p>	<p>The administrators and current TLS participants have indicated a need for teachers to serve in these positions across multiple grade levels and disciplines. The need for demonstrations and models has also been identified by teachers during our first year of implementation. The existing positions accompanied by the model teachers would adequately fulfill the needs of our staff without the initial layers of TLS positions that our grant initially included.</p>	Approved	1/25/17
Montezuma	<p>Budget Section - We would like to add to our budget section the ability to spend unspent (surplus) money at the end of the fiscal year to cover the salary costs for positions hired to replace teachers released.</p>	<p>We don't anticipate the need for a large amount of carry-over each year and would like to maximize the grants use each year. We have no specific amount in mind to spend on the salary costs for positions hired to replace teachers released. The amount will be determined at the end of the fiscal year.</p>	<p>Our Teacher Leader Oversight Committee has approved this change as well as the school board.</p>	Approved	1/19/17

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North Linn Community School District	<p>Part 4 is the section we will be changing:</p> <p>Original Language: The North Linn Community School District is part of the Grant Wood AEA Induction Consortium and is in collaboration with fifteen other school districts in our area to improve entry into the teaching profession for our new teachers. The following components are currently in place as new teachers begin their teaching careers at North Linn:</p> <p>Minimum Salary Requirement of \$33,500</p> <p>North Linn's current entry level salary is \$34,809</p> <p>Additional Contract Days</p> <p>North Linn's first year teachers have two additional contract days at the beginning of year</p> <p>In Collaboration with Grant Wood AEA Induction Consortium:</p> <p>Improved Entry Into the Profession Detailed description of roles of the Induction Coach (full-release mentor) to include 1-2 hours of job-embedded coaching/mentoring for each new teacher Designed site and inter-site collaborative observations of exceptional instructional practice</p> <p>Differentiated Meaningful Teacher Leadership Role: Induction Coach (full-release mentor) role/responsibilities clearly described and differentiated to support first and second year initial license new to the professional teachers within the consortium</p>	Working in collaboration with the Grant Wood AEA Induction Consortium was not a good fit for North Linn. Our efforts must take into consideration the resources our beginning teachers need to be successful as well as the financial resources necessary to provide this support.	The decision to make this change was based on the feedback received from our beginning teachers. Our administrative staff clearly felt this was the best plan as we move forward with supporting our beginning teachers and moving their practice from good to better and better to best.	Approved	1/19/17
Oelwein CSD	<p>OCSD would like to amend Goal #1 regarding the positions within the TLC. Rather than a lead instructional coach and 2 instructional coaches, 11 model teachers, and 10 curriculum leads, we are asking to create these positions:</p> <p>2 Instructional Coaches</p> <p>1 K-5 Success Coach 1 6-8 Success Coach</p> <p>11 Curriculum Leads: K-12 Fine Arts 6-12 Social Studies K-5 Social Studies 6-12 Science K-5 Science 6-12 Math K-5 Math 6-12 ELA K-2 ELA 6-12 CTE 3-5 ELA</p> <p>8 Mentors (Model Teachers): 3 Mentors for 6th-12th grade 1 Mentor for 6-12th grade Special Education</p> <p>3 Mentors for K-5th grade 1 Mentor for K-5th grade Special Education</p>	Based on this year's work with the IA Core standards, the administration and curriculum director concluded that our district is in need of direct focus on standard--assessment alignment. Creating curriculum leads for content areas will allow for purposeful work when working with vertical alignment.	A subcommittee selected by the District Leadership Team was challenged with the task of creating a proposal for the amendments to Goal #1 (TLC positions). A survey was sent to the K-12 staff to gain input regarding the vision of the TLC positions. All of this information was then taken to the District Leadership Team where the committee considered the input from the subcommittee and teacher input and formally agreed to submit to the state for approval.	Approved	2/27/17

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Oelwein CSD	On the original TLC plan, we have listed as a District Initiative: Skills Iowa. This is from Goal #1 and needs to be replaced with Iowa Assessments and NWEA/MAPs testing.	We no longer use Skills Iowa	Subcommittee of the District Leadership Team created the proposal to remove, and it was passed by the full District Leadership Team.	Approved	2/27/17
Oelwein CSD	Change of salaries within Goal #1 of the original grant. Instructional Coaches' and Success Coaches' salaries changed to: Base salary + \$7000 (10 extra contract days) Curriculum Leads' TLC funding changed to \$5000 for each lead (5 extra contract days). Mentor (Model) Teacher TLC funding changed to \$5000 for each model (5 extra contract days).	The current TLC budget for the amount of additional salaries is not sustainable and the budget set aside for professional learning was not meeting needs of the teachers.	Subcommittee of the District Leadership Team proposed the idea of salary changes to the full DLT, where it was approved.	Approved	2/27/17
Ogden CSD	Original Wording - Professional Learning Community (PLC) Leader (5 Positions) The Professional Learning Community Leaders will continue to teach full time in the classroom. They will assist teachers with knowledge about implementation of the Iowa Core. Qualities of an effective Professional Learning Community Leader include effective communication skills, professional competence and experience and effective interpersonal skills. Request to Expand the Grant to include Eight Professional Learning Community Leader Positions - Professional Learning Community Leader (8 Positions) The Professional Learning Community Leaders will continue to teach full time in the classroom. They will assist teachers with knowledge about implementation of the Iowa Core. Qualities of an effective Professional Learning Community Leader include effective communication skills, professional competence and experience and effective interpersonal skills.	We need to expand our leadership to lead PLC's at the Elementary and in the Fine Arts. We felt the groups were without consistent and focused leadership.	The teachers realized there was an inequity in the level of support for specific areas. A request was made to the District Leadership Team (DLT) to expand the PLC leaders to 8. The DLT met twice to discuss this. The 1st time to decide if this was a viable request, the 2nd time to see if it was affordable and sustainable. The DLT approved the request submitted it to the District Administration who discussed and approved this request. The District Administration submitted this request to the Ogden School Board. The Instruction Committee of School Board met and discussed this and felt this was an important expansion. They School Board met on February 13 and approved this request pending State approval.	Approved	2/15/17

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Pekin	<p>We are making changes to our TLC roles (Section 5) and our program evaluation (Section 8). Our original plan called for 3 instructional coaches and 8 model teachers. We are revising this so that we have 4 model teachers and 8 PLC coaches & 1 STEAM coach. For the program evaluation we would like to eliminate & revise some of our language. The changes we would like include: Goal 1: Hire, develop, and retain high quality teachers-Peer Feedback: a district survey will be completed by district staff on each leadership position.</p> <p>Evaluation of the mentoring program: Interviews will be conducted with all new staff to evaluate their experiences with mentoring. This data will be used help differentiate the needs for all new staff members.</p> <p>Administrative Feedback: Administrators will also complete a survey for each teacher leader. This survey will focus on leadership skills, such as communication, professional development instruction, and collaboration skills.</p> <p>Goal 2: Engage and expand on the instructional talents of existing staff by creating an innovative, collaborative, and open working environment.-Professional Development Survey: We will administer a survey at the end of each quarter that analyzes the impact of PD on classroom practice.</p> <p>Peer Feedback: a district survey will be completed by district staff on each leadership position. Through this survey, staff will provide feedback on the positive aspects of each leader, along with concerns and new ideas.</p> <p>Goal 3: Increase student engagement through classroom activities focusing on higher order learning skills.-Walkthrough Data: walkthrough data will be obtained and analyzed each quarter. This data will be used to guide professional development and classroom instruction. Walkthroughs focus on collaboration, higher level thinking, engagement, and purpose. Professional Development Survey: We will administer a survey at the end of each quarter that analyzes the impact of PD on classroom practice. This survey will help us adjust our PD sessions to effectively meet our teachers needs.</p>	We are changing our leadership roles due to the need for leadership and coaching in our PLC's. We also need someone to lead in the area of STEAM. Our program evaluation was very repetitive and had many measures that are not used by our district anymore.	Our District Leadership Team discussed the staff feedback survey results to determine what changes needed to be changed to the plan. With these changes we hope to see more teachers in leadership positions.	Approved	2/8/17
Pleasant Valley CSD	We are adding a mileage item to our budget to account for the technology coach who has to travel between 5 buildings at the elementary level and our future technology coach at the secondary level who will have to travel between 2 buildings.	Its a cost that was not necessary in the past because we did not have coaches traveling between buildings	Program coordinator, superintendent, and business manager reviewed our budget to see if mileage item would be able to be included and it does.	Approved	2/15/17
Pocahontas Area Community School District	<p>Part 8-- revises the original grant: Part 8 -- forgot Formative data from revision</p> <p>TLC Goal (1): Formative Data: Fast Data and MAP data to be reviewed during PLC times</p> <p>TLC Goal (2): Formative Data: ICPD Mid-year reviews Mentoring Logs</p> <p>TLC Goal (3): Formative- ICDP Mid-year review, Teacher Leader Midyear Survey</p> <p>TLC Goal (4): Formative- Ongoing Surveys following PD and/or Schedule of TLs to show time worked with and in support of career teachers.</p> <p>TLC Goal (5): Formative: Analysis of coaching logs, interactions and surveys</p>	To better align with district goals and initiatives, we forgot the formative assessment part of section 8.	TLC committee which consisted of an equal number of teachers and administrators met and revised the current plan with consultation from DE.	Approved	1/17/17

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Riverside & Tri-Center Community School Districts	<p>This change simply adds in the outlined "reapplication/review" process for Teacher Leaders. Our grant describes the process in detail, but this is a step-by-step process that I'd like to be included for future reference. The reapplication process is outlined on this document: https://docs.google.com/document/d/1CN-cJcMpWu5ddITprUTzDHG9yecxemBN47s8hU5EuMk/edit?usp=sharing</p> <p>It is now added to our TLC Plan on page 20. Link: https://docs.google.com/document/d/1k4xIU95WA3lOuJC1y6Ek6mgQkhn64-EGuJFB82iy3sc/edit?usp=sharing</p>	It is simply for clarification and usability purposes.	I spoke with administrators and all teacher leaders about this reapplication process.	Approved	2/16/17
Riverside and Tri-Center Community School Districts	<p>I am requesting to change Part 8 of our grant. I am adding a chart outlining the direct measures that will be used for each of the 4 goals of the TLC Plan. It can be seen on page 24 of the grant using this link: https://docs.google.com/document/d/1k4xIU95WA3lOuJC1y6Ek6mgQkhn64-EGuJFB82iy3sc/edit?usp=sharing</p>	This change is needed because we hadn't specifically aligned our measures to each goal. This chart makes the process much more transparent and clear.	I discussed this with administrators in each district, as well as emailed with Becky Slater at the State, to ensure it would be an effective measurement tool.	Approved	2/16/17
Sioux Central	<p>NEW:</p> <p>Attract and Retain: As Sioux Central seeks to attract and retain high-quality teachers, we will monitor current recruitment efforts to determine which yield the largest number of high-quality candidates. Based on this, we will determine if we continue with the current channels or expand and change efforts. Additionally, entrance and exit surveys will be conducted. Through the established mentor program, support will be given to new hires through monthly teacher meetings. Feedback from the new teacher monthly meetings as well as feedback from PD and team time support will be examined to determine if educators entering our district feel supported. We will also examine retention rate. The exit and end of year interviews and evaluation of support for new teachers will give insight into reasons educators choose to stay or choose to leave the district. This collected information will help Sioux Central identify what is working and address what is not.</p> <p>Collaboration: Learning teams with team leads are established. Each team will create a goal connected to a universal construct. Team time will include time to learn and plan collaboratively in service to that goal. There are seven learning teams in the district. The team leads meet with the instructional leader monthly to help support and guide further learning and collaboration. To examine the results of time together, team time agendas and learning team reflections (mid-year, end-year) will be used to adjust and make improvements to the structure and support. As part of the team reflection, teachers will evaluate the effectiveness of collaboration.</p> <p>Reward Professional Growth: Each month, instructional coaching surveys are given to assess the offered support and to gather insight for needed support. Coaching logs, coaching agendas as well as team time reflections will provide insight into the support of professional growth.</p> <p>Student Achievement: We will examine student achievement with a combined focus of qualitative and quantitative measures. Student achievement data from the numerous data sources and screeners, walk through data, graduation rates, and student artifacts from coaching cycles will be examined. With improved teaching practices, student learning experiences should be improved.</p>	Our Part 8 was vague. We are analyzing and assessing effectiveness, and we did have measures in place. Those things were not described in the original part 8.	After realizing those pieces were missing, the instructional coaches and I examined what it is we are doing, discussed what we intended to do, and then examined the original grant submission. Erin Olson attended a webinar discussing how Part 8 and the spreadsheet with goals and measures should connect. The revisions were made and reviewed.	Approved	2/16/17

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
South Winneshiek	We are eliminating three Instructional Coaching positions: 1 - Instructional Coach – Language Arts 5-12 0.25 FTE 1 - Instructional Coach – Math 5-12 0.25 FTE 1 - Instructional Coach – Science 5-12 0.25 FTE We will replace these three positions with one Instructional Coach in Literacy for grades 5-12 at 0.50 FTE. The 5-12 Instructional Coach in Literacy will spend approximately 50% of his/her time in student instruction and approximately 50% of his/her time performing teacher leader duties.	We were unable to fill the Language Arts Instructional Coach and the Math Instructional Coach this year. We did fill the Science Instructional Coach however the TLC committee feels it would be more beneficial to eliminate the Language Arts, Math, and Science Instructional Coaching positions and replace with a 0.50 FTE, 5-12 Instructional Coach in Literacy that would work closely with our full-time PK-8 Instructional Coach in Literacy. This way all grade levels are covered.	Our Teacher Leadership & Compensation (TLC) committee determined it would be beneficial to change our plan based on the fact we did not fill two of the four Instructional Coaching positions, and we need another Literacy coach to cover the other grade levels. Literacy is our district's main focus and area for improvement and this change will benefit our students the most.	Approved	2/3/17
Spencer	Goal 3: 2015-2016 Spencer TLC Goal #3 Reward Professional Growth Provide dynamic leadership opportunities. Status: Met Major Learning: For the first year of TLC, the focus was on building leadership capacity for the IMCs, and we feel confident that we made major progress. We have had numerous conversations about building capacity among our TLs. We are exploring how to provide more involvement for the TLs and in essence how to build the path for the next “generation” of IMCs and other TLs. Spencer TLC Change Request Proposal Spring 2017 In “Impact of Spencer TLC Plan 2015-2016” (based on results of our data analysis), we identified adjusting the Teacher Leader Roles to provide more involvement for Teacher Leaders and to help Teacher Leaders to continue to build leadership capacity. Goal 3a: Provide dynamic leadership opportunities. Specifically Q22:7 Through extensive discussion and collaboration, we have drawn this conclusion: An additional layer of teacher leadership is necessary at the Secondary level. We believe the following revisions will bolster our Teacher Leader Roles: The Elementary Teacher Leader role will remain intact with one addition, the ELEM TLs will serve as the leaders on their AIW scoring Teams. Up to 2 days of Leadership PD Stipend--\$2,000 (remains the same) The Secondary Teacher Leader role will remain the same with the emphasis on leading AIW Learning Teams and opening classrooms for observation purposes. 21 Secondary Teacher Leaders roles (AIW Team Leaders) will remain in place. Up to 1 day of Leadership PD	The requested change results from the needs of the secondary schools. We believe adding a layer of teacher leadership, Department/Team strategist leaders will aid us in furthering our development of providing more leadership involvement and opportunities to more teachers as well as continuing to build leadership capacity among our district staff.	The District Leadership Team which is made up of all principals, IMCs, school improvement director, and TLC coordinator along with the Spencer Administrative Team which is made up of the Superintendent, one board member, all principals, assistant principal, technology director, school improvement director, and TLC coordinator met on multiple occasions discussing the potential of changing the capacity of the Teacher Leader role. Building Leadership Teams, each building with IMCs and TLs also discussed the potential of changing the capacity of the Teacher Leader role. The School Board is also aware of the change discussion.	Approved	2/10/17
Sumner-Fredericksburg	We would like to amend our plan--eliminating the two Technology Integration Leader positions (.5 FTE each), and one Instructional Coach position (1.0 FTE). These are identified in the Narrative-Part 5 of our application.	One of the reasons for our change is that we have found that our Instructional Leaders already possess the skills to assist our staff with technology needs and our Tech Integrationists are not being efficiently utilized. We have also found that for a school our size, we overstaffed the half and full time positions. This affected their utilization and also our budget. Our present leaders all have several years of experience, and our budgeted amount will not support all of these positions. We want to rectify that situation.	I discussed this situation with the SF school board during our mid-year retreat, visited with all of the individuals in the positions that will be changing, took the issue to the TLC Committee--upon their recommendation, took the proposed changes to the SF Board of Education for action on Monday, Feb. 13, 2017: where it was approved unanimously.	Approved	2/24/17

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Tipton	<p>Current Narrative and Part 5: Instructional Coaches:</p> <p>Instructional Coaches: The Instructional Coaches will support teachers in opportunities to grow, refine and share their expertise. They will work as a colleague with classroom teachers to support student learning and teacher practice. They will focus on individual and group professional learning that will expand and refine the understanding about effective instruction, with a focus on student achievement. To meet this purpose, they will provide personalized 1:1 support based on the goals and identified needs of students and individual teachers. Thus, student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.</p> <p>Model Teachers: Model Teachers teach full time, provide on-going support for other teachers, and serve as a model of exemplary teaching practice for Initial and Career Teachers. These teachers work with the Curriculum and Professional Development Leaders in one or more areas, participate in teacher professional development, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. They provide on going support to other teachers in one of two ways: They will mentor Initial Teachers, or they use their expertise to assist in the delivery of district professional development through the District Leadership Team.</p> <p>Proposed Change: Leadership roles: Add program lead as a position with extended contract time of 30 days or 240 hours. Our current budget will allow to support this change. The proposed budget change will be included in the 2017-2018 TLC budget.</p>	After many conversation with the designated program lead it was discovered that this position was not written into the plan. Also, noted that the added duties required an extensive time commitment that was not originally considered.	Presented the proposed added position along with budget changes to members of the oversight committee. Met and discussed the proposed changes and it was an unanimous decision to proceed with change.	Approved	2/8/17
Union Community School District	Part 8 A & B -- Since I cannot strike through is what is being eliminated and bold what is being added here, I will include that information along with the spreadsheet in an email to Becky Slater.	When we went to report in June, we realized we had identified way too many measures. Also some of the measures like "Observation of 6-12 unit plans designed with focus on Core and AIW criteria" were not possible as we were not able to move forward with the implementation of unit plan design.	Our Instructional Team consisting of: superintendent, building principals, curriculum director, AEA 267 special education consultant, our AEA contact consultants, and our full-time teacher leaders--Technology Integrationist and two Instructional Strategists met and discussed the goals and the measures and recommendations were made. A draft of the changes was created and brought back to the next meeting where the final recommendations were made.	Approved	1/4/17

TLC Plan Amendments

School District	Please describe the requested change.	2014-15 Please describe the rationale for the requested change.	Please describe the process and groups involved in determining the change.	Status	Date
Urbandale Community School District	<p>UCSD TLC Application Part 5 includes: Instructional Coach - 10 additional contract days, \$6,500 stipend, and 100% of time in coach role</p> <ul style="list-style-type: none"> •Provide support to district, building, and individual teachers. •Oversee PD at the building level. •Facilitate curriculum and assessment planning and implementation. •Evaluate data/current reality of district initiatives and implementation. •Create effective action plans with teachers to build teachers' skills and achieve goals. <p>Provide guidance and support for Model Teachers, new teachers, and career teachers through demonstration of effective teaching practices, facilitation of PLC meetings, and reflective conversations in the context of the Iowa Professional Development Model (IPDM).</p> <ul style="list-style-type: none"> •Oversee the progress of the UCSD strategic plan to ensure Q/CI principles are consistently employed. •Seven new positions <p>This request would expand the number of Instructional Coaches to 9. This would change just the last bullet in the Instructional Coach section of Part 5.</p>	<p>Currently, UCSD deploys Instructional Coaches so that UHS has 2, UMS has 1, 2 elementary buildings each have 1 full time Instructional Coach, and 4 elementary buildings each have 1/2 Instructional Coach. This has become an unmanageable load due to building level responsibilities, working with model teachers across 2 buildings, managing 2 different building strategic improvement plans, building relationships with teachers, and being available for professional development. The addition of 2 Instructional Coaches would allow each building in UCSD to have at least 1 full time Instructional Coach. Funding is available and sustainable.</p>	<p>The current Instructional Coaches and principals of buildings that share Coaches have provided reflections and feedback regarding the addition of these positions. On 2-6-17, a meeting was held with the original TLC writing team to present reflections, feedback, and budget information. That team unanimously supports the decision to add these positions.</p>	Approved	2/10/17
Washington Community Schools	<p>Remove: The Mission for the Washington Community School District, in partnership with family and community, is to prepare for lifelong learning and productive membership in a global society by continually providing educational opportunities for the individual's total development.</p> <p>New: The Mission for Washington Community Schools is: Engage, Inspire, Empower The Vision for Washington Community School is: Engage in academic excellence. Inspire for the future. Empower all students.</p>	<p>We have updated our district Mission and Vision statement</p>	<p>SIAC committee created and submitted revised vision and mission for board approval.</p>	Approved	1/3/17
Washington Community Schools	<p>Change Instructional Leadership Coordinator to Instructional Coach throughout the document. Change Instructional Leadership Team to Professional Development Team throughout the document.</p>	<p>The titles are more systematic with other district roles and responsibilities.</p>	<p>Oversight Committee, WEA, Administrative team.</p>	Approved	1/3/17
Washington Community Schools	<p>Mentor program change:</p> <p>Remove: 3 Mentoring positions are built into the plan for each building. The focus for this leadership position will be to work with new teachers entering the profession in each building. as well as experienced teachers new to the district. Teacher leaders will be given extended contract days to work with new staff, which include a minimum of three days prior to the regular contract and at least 24 hours outside of the regular teaching contract during the course of the school year. Train, monitor, and support administrator's instructional supervision in their role as an evaluator.</p> <p>Revision: Mentors for new teachers. Mentors will do regular observations of and support for new teachers, and will demonstrate continuous improvement in teaching</p>	<p>Our original plan was support for all new teachers, new to the district, new to the building, new to the profession. Our plan provides support through Instructional Coaches and Demonstration teachers for new to the district teachers who have their Professional license. Mentors will only work with initial first and second year teachers. We found the needs for the two groups of new teachers are very different.</p>	<p>Washington Education Association, TLC Oversight Committee and Administrative Team meeting.</p>	Approved	1/3/17

TLC Plan Amendments

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Washington Community Schools	<p>Under Part 5 Section A Added: this sentence under Professional Development Team responsibilities: *Develop the schedule for professional development for building level and district-wide release times.</p> <p>Under Part 5 Section B Remove: 8 Data Team Members 2 staff (1 literacy, 1 math) per building participates in Data Team. \$500 stipend. *Reviews assessment data in literacy and math. *Meet three times a year with Board, Data Team member is now part of the Instructional Coach responsibilities. Remove: A total of 73 staff members have already assumed leadership roles in the district through the use of the various Teacher Quality Committees already in place. The TLC leadership roles will provide an umbrella to include these Teacher Quality Committees to create a coherent instructional improvement strategy that will strengthen instruction throughout the district. The TLC is an extension and added depth to the pieces that are already in place in the district. Over 50% of the staff has already assumed leadership roles in the district and the TLC will increase that number. The high percentage of staff involvement will increase staff buy-in and improve the chances of success for implementation of the plan. This has been stated in 2 other places in the application. It is redundant.</p> <p>Part 6 - application process Remove "administrator" under Ongoing recruitment of administrator and teacher leaders Part 6 - Oversight Committee Added: at-large elementary teacher and at-large secondary teacher and the Superintendent and Curriculum Director for a total of 12 members. Originally was: The oversight committee will be comprised of a teacher representative from each building and the principal from each building for a total of 12 members. Board Approval not appointment</p>	<p>We reviewed the document and updated all sections from our original plan, prior to training and implementation and changed the document to reflect our current practice, as well as removing redundant statements.</p>	<p>Oversight Committee, Administrative Team and Washington Education Association</p>	<p>Approved</p>	<p>1/3/17</p>

TLC Plan Amendments

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Washington Community Schools	<p>Part 6 Determining Effectiveness:</p> <p>Original information: The oversight committee will meet annually to determine the effectiveness of each TLC position based on each position's responsibilities develop a rubric for each position as to the criteria they believe to be the most important. This rubric will include the demonstrated growth the teacher has shown over time by learning, improving skills, and increasing knowledge of content and pedagogy. It will also include demonstrated effectiveness as a teacher. The Instructional Coaches will work cooperatively with the Oversight Committee. The Instructional Coaches will provide feedback to the committee members as to their observations and work with the teacher leader positions within each building. Oversight members will be allowed time to observe staff who have applied for demonstration positions. They will visit with staff members in their buildings as to obtaining feedback as to those they might recommend in various capacities. Principals will seek feedback from parents in regards to teacher leaders. This feedback will be shared with the overall committee as the process of selection moves forward. Staff members will give feedback in regards to work of the Instructional Coaches annually.</p> <p>Remove: develop a rubric for each position as to the criteria they believe to be the most important. Oversight members will be allowed time to observe staff who have applied for demonstration positions. They will visit with staff members in their buildings as to obtaining feedback as to those they might recommend in various capacities. Principals will seek feedback from parents in regards to teacher leaders. This feedback will be shared with the overall committee as the process of selection moves forward. Staff members will give feedback in regards to work of the Instructional Coaches annually. Staff members will participate in annual surveys in order to provide feedback of the effectiveness of the TLC positions and the TLC plan.</p> <p>Part 7 Building level PD Remove:</p>	Our original plan does not work effectively within the system we have established. The feedback process needs to be effective but also protect those who are working directly with the TLC positions in non-administrative capacity. Parent feedback would not be an valid measure of effectiveness.	Oversight committee, Washington Education Association, Administrative team reviewed and made these recommendations.	Approved	1/3/17
Washington Community Schools	Changing compensation for 2 TLC positions: Demonstration Teacher from \$3,000 to \$2,500, Professional Development Committee from \$2,500 to \$3,000.	Based on the time commitment for these roles, the compensation needs to be adjusted.	TLC Oversight Committee reviewed current practice and time audit and determined the need for this change.	Approved	2/10/17
Waukee	Addition of five coaching positions, positions match our current plan and description for coaching roles, qualifications, and responsibilities (roles specific to areas of support such as literacy, ESL, tech/innovation) *Budget neutral	Enrollment increases match the specified areas of increased needs from our TLC committee, new elementary building opening, additional growth of staff at the secondary level	TLC committee gathered data on current state and proposed needs, determined additional need for coaches from a list of suggested revisions/additions. Unanimous decision to add coaches in the proposed areas	Approved	2/13/17
Waukee Community Schools	Increased budget for professional development funds of \$50,000	Additional PD for added coaching roles and training for curriculum leaders	TLC committee agreed upon the needs around Professional Learning for our TLC roles	Approved	2/14/17
West Des Moines Community Schools	<p>Part 5) Describe each of the proposed teacher leadership roles in your plan. Our TLC Review committee recommended and the Superintendent approved to submit the following to the Iowa Department of Education: K-12 Professional Development Curriculum Facilitators for Applied Arts, Visual Arts, Performing Arts, World Languages and Online Learning Coordinator expand from .5 fte to 1.0 fte.</p> <p>Part 5) Tenure for teacher leader roles (with fte) will have a 6 year tenure (with annual review of that tenure) with classroom responsibilities at least one year every 10 years</p>	<p>The support needed for K-12 areas would best be met with 1.0 instead of .5 fte.</p> <p>Tenure was discussed extensively. Tenure will be reviewed annually with no more than 6 year tenure in a teacher leader role. At least one year of every 10 years a teacher leader will have classroom teaching responsibilities.</p>	A TLC review committee has been formed with representation from teacher leaders, teachers and administrators. This committee meets throughout the year to review implementation of the TLC plan, revisions and possible changes to the plan. All recommendations for revisions are submitted to the Superintendent and then to the Department of Education.	Approved	2/10/17

TLC Plan Amendments

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Winfield - Mt. Union CSD	<p>The WMUCSD plan needs to be updated in part 8 in reference to how data will be reported to address whether or not a goal was met.</p> <p>Here are the updates: Goal 1: Teachers will be supported. This goal will be measured through a TL survey that is completed 4 times a year. Goal 2: To improve the district's use of student data through improved coordination efforts based on Iowa Assessments, APR, Universal Screening, and Formative/Summative Assessment Data. This goal will be measured by comparing growth and proficiency levels from IGDIs, FAST, STAR, and Iowa Assessment data. Goal 3: To encourage teacher growth and improve instructional methods, based on district summative and formative assessment data, as well as new research and developments. This goal will be measured TL survey that is completed 4 times a year. Goal 4: To improve school, parent, and community communication by improving existing methods and creating new opportunities for interaction. This goal will be measured through our Needs Assessment Survey that teachers, students, and parents complete each spring.</p>	Each goal will have data that is collected from a better source of quantifiable data.	The TL lead teacher and superintendent met to discuss how to best complete the report and were able to collect data that addressed the goals that were written initially. The TL team and administrative will continue to evaluate our TL data and how to better assess the original goals in our TLC grant application.	Approved	2/27/17